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ABSTRACT

These five studies compile institutional research on the faculty of Harcum Junior College. Four of the studies compare 1977 responses to those obtained on identical surveys in prior years, thus reflecting faculty attitudinal changes in the 1970's. "Perceptions of 'Effective' Teachers" compares ratings of Harcum faculty on 14 teacher effectiveness criteria to those in a study of 264 public school teachers in Delaware. "Bases for 'Deficiency' Grades Assignments" reveals differences in rank-order judgements in reasons for assigning 'D' and 'NC' grades between 1970 and 1977. "Collective Values and Attitudes" notes substantial shifts in the views of Harcum faculty, staff, and administrators in 1970 and 1977 relating to eight areas of contemporary society. "Attitudes Regarding Teaching" analyzes the responses of Harcum faculty in 1967, 1969, and 1977 regarding the greatest sources of teacher satisfaction and discouragement, with a decade of inflation reflected in the "inadequate salary" response of the 1977 group as the greatest source of dissatisfaction. "Innovation Readiness Attitudes" demonstrates that the 1977 faculty are more oriented toward traditionalism than their 1970 counterparts, feel conditions are less favorable to instructional research, and feel less adequately prepared to conduct instructional research. (LH)

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THE VIEWS AND VALUES OF HARCUM FACULTY

JC 770 565

by

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The Views and Values of Harcum Faculty

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People Impact!

Teachers often have an immense influence upon the lives of those they teach and counsel. Much research evidence now exists that there are four characteristics critical to, and closely identified with, success in living. These are:

- feeling good about oneself
- having a sense of self-identity
- developing a sense of social responsibility, and
- developing the ability to adjust to situations and changing circumstances.

In the process of developing these critical character traits, students quite often respond to those who offer to help them acquire the ability to cope with society, as well as learn the skills for getting jobs.

As 'significant adults' in the lives of Harcum students, all members of the Harcum community share a common goal - to effectively present the various options available to students, and then let the students make their own decisions. As is well recognized, student learning at Harcum takes place not only in the structured classroom-laboratory setting, but also in the myriad of other daily contacts between Harcum students, staff and faculty members. Each 'teaches' each time we influence a student. This is done either by helping her reach a better understanding of a topic or situation, or by stimulating her to modify her behavior, attitude, or viewpoint.



The 'people impact' potential which is shared is truly of awesome proportions. The irritations of coping with the immature or inconsiderate behavior of a few individuals is comparatively minor. It hardly alters the extensive influence we exert over the two years these young women attend Harcum. In short, by our actions, what we 'teach', Harcum students learn.

Perceptions of 'Effective' Teachers

What do professional educators believe are the appropriate bases for judging the effectiveness of a teacher? To determine how Harcum faculty perceive an "effective" teacher they were invited in the fall of 1977 to respond anonymously to a questionnaire which consisted of 14 criterion elements of effective teaching drawn from a survey instrument developed by Jenkins & Bausell. For each criterion element they were asked to rate it on a numerical scale ranging from 1= Completely Unimportant up to 9 = Extremely Important. Some 58, or 76% responded, and their average ratings are summarized in Table 1, attached. In addition, their perceptions are compared with those of some 264 public school teachers and administrators in the State of Delaware.

In a prior study (Gurney), it was noted that although the human relations aspects of teaching and the ability of the teacher to improve them are difficult to measure... "they show up as important evaluation criteria of administrators and teachers." (p. 774) Gurney further notes that... "Dynamism and warmth appear to be important aspects of teaching, as reflected in the high ratings given by... educators to criteria related to such humanistic aspects as teacher flexibility, personalization of teaching, good rapport, and sensitivity to the student's point of view."

An earlier study (Jenkins & Bausell) reported findings in which "Process" criteria were judged as being more important than "Product" criteria. These quoted terms, "process" and "product" relate to the survey instrument developed by Jenkins & Bausell which was based on categories developed by (Mitzel) to identify three broad classifications of criteria used to study teaching effectiveness.

As Jenkins and Bausell point out, these three categories are:

Product Criteria

When teachers are judged by their effectiveness in changing student behavior: (a measured change in 'product'). (These relate to measures of growth in skills, knowledge of subject matter, and attitudes).

Process Criteria

When teacher evaluation is based upon classroom behavior, either the teacher's behavior, his student's behavior, or the interplay of teachers/student behavior, the judge is using process criteria, in Mitzel's scheme. These could include teacher verbal behavior, methods, and classroom control; students might be rated for their verbal behavior and attentiveness.

Presage Criteria

Teacher evaluation based upon personality of intellectual attributes (industry, intelligence, character); performance in training, achievement (success in student teaching, marks in education courses).

Jenkins and Bausell further note: "These criteria are, at best, indirect measures of a teacher's effectiveness and are normally chosen because in someone's view they are related to, and therefore predict, either process or product criteria." (p. 572)

When the average ratings of the two groups in Table 1 are examined, it is noted:

(a) the Delaware group ranks highly student-faculty interaction, the criterion receiving the highest rating being "Relationship with class." For the Harcum respondents their average rating for this criterion was 7.50, or the 4th highest-ranked rating. For the Harcum group their top-ranked criterion was "willingness to be flexible, to be direct or indirect as situation demands."

(b) There is a far-greater 'clustering' of ratings by the Harcum group than for the Delaware group, as evidenced by the greater range of ratings for Delaware.

(c) The "process" and "product" combined means for the Delaware group suggest that the Delaware teachers would, as Jenkins and Bausell note... "depend at least as much, if not more, on their classroom procedures and processes as they would on these products. Putting it another way, they consider that what one does in the classroom counts at least as much as the effects or outcomes of doing it.

"There is, further, substantial agreement that both student growth and classroom processes are more important criteria for teacher evaluation than are non-classroom variables such as years of experience and community participation."

The Harcum "Process" and "Product" means, although the inverse of the Delaware rankings, would also warrant these same general conclusions, as they are both slightly higher than the "Presage" mean.

(d) Although the criterion "Amount Students Learn" was not seen as particularly important in judging teacher effectiveness by the Delaware group, at least relative to the other criteria rated, it received the second highest rating by the Harcum group.

(e) Both groups bottom-rated the 13th and 14th "Presage" criteria and also 3rd-rated criterion #3. In all the remaining ratings they are divergent in their order of rankings among these 14 criterion elements.

Perhaps the most significant conclusion of this parallel-perceptions inquiry is the variance in responses between the Delaware and Harcum groups. These are very clearly reflected in the numerical ratings assigned to these 14 criterion elements by people in the same profession! Quite evident is the fact that these two groups differ widely in their perceptions of importance levels in determining teacher effectiveness - why?

Perhaps the next logical step to be explored is the assumptions which underlie the choice of these particular criteria.

Table 1. - Mean Ratings of Teaching Effectiveness Criteria: Rank-ordered for "Delaware" Group

Criteria	Type (Mitzel Scheme)	Delaware (N = 234)	Harcum (N = 58)
1. Relationship with class (good rapport)	Process	8.31	7.50
2. Willingness to be flexible, to be direct or indirect as situation demands	Presage	8.17	7.75
3. Effectiveness in controlling his class	Process	7.88	7.55
4. Capacity to perceive the world from the student's point of view	Process	7.79	6.40
5. Personal adjustment and character	Presage	7.71	7.05
6. Influence on student's behavior	Product	7.65	6.30
7. Knowledge of subject matter and related areas	Presage	7.64	6.45
8. Ability to personalize his teaching	Process	7.63	6.50
9. Extent to which his verbal behavior in classroom is student-centered	Process	7.27	7.35
10. Extent to which he uses inductive (discovery) methods	Process	6.95	5.90
11. Amount his students learn	Product	6.86	7.60
12. General knowledge and understanding of educational facts	Presage	6.43	7.30
13. Participation in community and professional activities	Presage	4.88	5.00
14. Years of teaching experience	Presage	3.89	4.80
Range =		3.89 - 8.31 or 4.42	4.80 - 7.75 or 2.95
14 Combined criteria mean =		7.07	6.67
Mitzel scheme Combined means:			
Process =		7.64	6.87
Product =		7.26	6.95
Presage =		6.43	6.39

Bases for 'Deficiency' Grades Assignments

Seven years ago, as part of a procedure for interviewing students who were assigned "D" and "F" mid-term progress report grades, the Harcum faculty indicated on the Academic Counseling Form which of 5 forced-choice reasons and/or a 6th "Other", open-ended write-in reason, formed the bases for assignments of these grades. During November 1977, faculty were once again surveyed, anonymously, and invited to indicate which among these reasons they utilized in arriving at a decision to assign either a "D" or "NC" grade. Some 60% responded and their collective assessments are summarized in Table 1; the responses of the 1970 group being included in parentheses, and rankings applying to the 1977 group of respondents.

Table 1:- 'Deficiency' Grades Elements

Element	1977	1970
1st - Poor test and exam scores	100%	32% (1st)
2nd - Does not complete assignments	87%	10% (4th)
3rd - Does not attend class sufficiently	75%	16% (2nd)
4th - Does not prepare written assignments	57%	6% (5th)
5th - Does not participate in class discussions	13%	12% (3rd)

In scanning Table 1, it is noted that with the exception of the first element - "Poor test and exam scores," all other rankings do not correspond for these assessments which span a seven-year interval. This, of course, could reflect differences in the students' performance in 1977 and 1970, as well as shifting emphases on the part of faculty members of the element they considered in assigning 'deficiency' grades.

In addition to the elements noted in Table 1, the following individual reasons for assignments of deficiency grades were write-in statements:

1977	1970
1. Student shows no interest or concern in their grades and <u>never</u> come for help.	1. Finds course too difficult
2. Deficiency in lab skills	2. Poor preparation
3. General attitude for business world	3. Poor attitude
4. Does not study the text or notes	4. Poor work
5. Student does not try; leaves lab too early; does not seek help in course; shows disinterest in assignments	5. Poor study skills & habits
6. Foreign student with insufficient English skills; background so poor that it is impossible to compensate or remediate	6. Psychological adjustment problem
	7. Lazy
	8. Does not wish to be in college
	9. Language-communication
	10. Dishonesty
	11. High School preparation not adequate

Although different words were selected, in reading through these individual comments, it is quite evident that the same elements appear in both lists: poor attitudes, preparation-work and motivation.

It is of particular interest to note that Choi (1973), (as quoted in IRR 75-13), "Poor Academic Performance - Why?" offers very cogent comments which are equally applicable to this parallel-perceptions inquiry. Abstracts from this in-depth study are quoted:

- "1. The most effective way for salvaging academic failures is dependent upon faculty who really can motivate students. Developing and employing innovative instructional techniques could aid student motivation. Also, as the Carnegie Commission on Higher Education recommended in its final report entitled Priorities for Action, there is a need by faculty to reaffirm their responsibility for providing inspiring teaching. Through this teaching students can experience success. Initial success, in many instances, is the basis for further success.....

Mandating regular class attendance appears to be another necessity. Since the faculty opines that regular class attendance is important to student achievement, mandatory class attendance possibly may result in a poor performing student mastering content and intellectual processes."

- "2. Forcing those students who lack motivation into acquiring self-discipline through frequent self-examination of their performance would seem an effective means of changing behavioral patterns as opposed to the popular counseling theory that emphasizes a non-directive approach."

Collective Values and Attitudes

Approximately eight years ago Harcum faculty, staff personnel and administrators responded anonymously to a detailed questionnaire relating to their values and attitudes. Some 76% responded and expressed their views relating to:

- | | |
|-----------------------------|-----------------------------|
| (1) Business-Economy | (5) Politics & Government |
| (2) Higher Education | (6) Racial Attitudes |
| (3) Institutions in Society | (7) Reactions to Protest |
| (4) Personal Involvement | (8) Urban and Suburban Life |

In the fall of 1977 the present Harcum faculty, staff, and administration were invited to respond, anonymously, to the same questionnaire items. (These items were drawn from a questionnaire developed by Jeffrey K. Hadden and described in PSYCHOLOGY TODAY, October 1969). Some 54% did so, and their responses are compared and contrasted with those of the 1970 respondents in the following paragraphs.

To insure comparability of replies given in the two surveys, the percentages listed following each statement, (the 1970 replies being the figures in parentheses), consist of combining the #5 (Strongly Agree) and #4 (Mildly Agree) responses to each statement. The Agree-Disagree Scale which respondents utilized consisted of:

- | | | |
|---------------------|-----------------|------------------------|
| #5 = Strongly Agree | #3 = No Opinion | #2 = Mildly Disagree |
| #4 = Mildly Agree | | #1 = Strongly Disagree |

In the following listing of questionnaire items grouped by Attitudes Category, those specific items in which a majority (51% or higher) of the 1970 and 1977 respondents agreed are identified by the percentages listings being underlined. (Some questionnaire items are listed several times in different groups when they refer to more than one subject.

Attitudes Category

Business-Economy

1. The free enterprise system is the single economic system compatible with the requirements of personal freedom and constitutional government. (50%) 64%
2. Private enterprise is capable of solving any problem it puts its mind to, including poverty. (58%) 64%
3. Business is already more deeply involved than government in creative urban programs. (25%) 71%
4. I regard profit and the public interest as compatible. (42%) 14%
5. Business expects more conformity than I can give. (17%) 43%
6. The kind of work I do matters more than whether I do it for government, business, a university, or an independent organization. (75%) 100%
7. Those who knock free-enterprise misunderstand what made this a great nation. (63%) 57%
8. You have more freedom working in business than in government. (46%) 29%
9. Business provides little opportunity today for anyone who cares about what happens in the world. (33%) 14%
10. The advantage of intellectual work for a corporation is that you get to test your theories in action. (71%) 64%
11. I'm bugged by the prospect of working for an organization where I'll have to carry out policies I think are wrong. (71%) 64%
12. I would like to work for an organization where the boss wouldn't be upset if I were involved in unpopular causes. (67%) 71%
13. I'll never work for any part of the military-industrial complex. (29%) 43%
14. I would like to work for a company that would give me the opportunity for further education. (63%) 86%
15. Most people who live in poverty could do something about it if they really wanted to. (67%) 64%

Higher Education

1. I believe that in general the college classroom is seriously lacking in relevance to the real problems of the world. (33%) 50%
2. I wish that universities would develop programs that would involve students in urban problems. (63%) 43%
3. I believe that the universities have abdicated their responsibility to deal with vital moral issues. (42%) 21%
4. I believe that the university is one important symbol of hope in a troubled world. (88%) 79%
5. Significant learning takes place only if the student knows that the teacher fully accepts and is seriously interested in him as a person. (54%) 50%
6. College presents a dilemma of choosing between a major that is interesting and one that leads to a good job. (38%) 79%

7. College administrators are generally indifferent to student needs. (17%) 43%
8. I am concerned with the improvement and reform of college practices as are the protest leaders. (50%) 86%
9. I am sympathetic with the goals of college protests. (38%) 29%
10. Protest leaders should not be expelled from college. (38%) 57%
11. Colleges should not try to control student life outside the classroom. (46%) 52%
12. The most important thing about college is that it provides the student some time to discover himself and think about what he wants to do with life. (67%) 57%

Institutions in Society

1. I doubt that we have little hope of survival if institutions don't become more sensitive to human needs. (67%) 100%
2. Politicians are mere maintainers of the status quo. (50%) 57%
3. The churches in America have been hopelessly slow in joining the struggle for social justice. (67%) 71%
4. I'm bugged by the prospect of working for an organization where I'll have to carry out policies I think are wrong. (71%) 64%
5. I'd never work for any part of the military-industrial complex. (29%) 14%
6. Black Power is an example of participatory democracy that needs to be reawakened in society. (38%) 14%
7. The rate of social change is so great that it frightens me. (33%) 50%
8. Our society is going to be torn apart by rising tensions and unrest. (54%) 64%
9. I believe that sensational news coverage has made urban and racial problems seem more severe than they are. (58%) 71%
10. I expect to pay a lot of taxes in my lifetime because many people would rather live on welfare than work. (67%) 79%
11. I believe that science and technology are dehumanizing man. (46%) 29%
12. I doubt that technology is a very positive force creating opportunity for man to be truly free. (29%) 21%
13. Science makes it possible for people to go beyond pre-occupation with survival into concern with intellectual attainment, friendship and participation in civic life. (83%) 100%
14. I believe it is a young man's duty to serve his country when called. (67%) 64%
15. Students should have an option between serving in the Peace Corps and the military. (63%) 86%
16. I look at work as a way of life and not simply as a way of making a living. (38%) 100%

Personal Involvement

1. The most important things in life can only be understood through involvement. (100%) 71%
2. I do participate regularly in discussion programs dealing with national problems. (75%) 59%
3. I have sent a letter or telegram to a public official. (6%) 71%
4. I have participated in a demonstration. (21%) 36%

5. I have a leadership role in some political cause. (29%) 21%
6. I hope to live in a way that will make some contribution to man's understanding of man and help to build a more tolerant just world. (100%) 100%
7. I'll probably never accomplish anything very important. (25%) 14%
8. I believe that my generation is going to make a better world. (42%) 71%
9. The ideal of scientific objectivity or detachment falsifies the inevitable personal nature of all inquiry. (21%) 14%
10. Most people would rather just vote about a problem than do something about it. (88%) 86%
11. I would like to work for an organization where the boss wouldn't be upset if I were involved in unpopular causes. (67%) 71%
12. I'd like spending a year or two in voluntary service such as the Peace Corps. (29%) 86%
13. Whether I work for government or the private segment of the economy, I would like a job where I will more or less be my own boss. (63%) 93%
14. My private life will not be sacrificed even if it means making less money. (27%) 79%
15. I take it for granted that I will make a good income; I'm much more concerned about finding a job where I will do things that matter than the salary I earn. (42%) 78%
16. I look at work as a way of life and not simply as a way of making a living. (38%) 100%

Politics and Government

1. I have a leadership role in some political cause. (29%) 21%
2. Most people would rather just vote about a problem than do something about it. (88%) 86%
3. There is no point in trying to change existing political structure. If one is interested in change, he must work outside these structures. (17%) 7%
4. The decisions I might make inside a corporation would influence the society more than my votes. (54%) 29%
5. I would not mind having a member of a different racial group represent me in Congress. (83%) 86%
6. Whether I work for government or the private segment of the economy, I would like a job where I will more or less be my own boss. (63%) 75%

Racial Attitudes

1. I feel morally obliged to do what I can to end racial injustice in this society. (46%) 86%
2. Black Power is an example of participatory democracy that needs to be reawakened in society. (38%) 14%
3. I would not mind having a member of a different racial group represent me in Congress. (83%) 86%
4. Negroes could solve many of their own problems if they would not be so irresponsible and carefree about life. (46%) 50%

5. I believe that the condition of the average Negro is improving. (92%) 86%
6. White racial attitudes are partly responsible for the human relations problems of our big cities. (83%) 71%

Reactions to Protest

1. I am as concerned with the improvement and reform of college practices as are the protest leaders. (50%) 86%
2. I am sympathetic with the goals of college protests. (38%) 29%
3. Protest leaders should not be expelled from colleges. (38%) 57%
4. White backlash poses the most serious threat to American society. (21%) 14%

Urban and Suburban Life

1. I believe the exodus of whites from the cities has contributed to the ghetto crises. (75%) 57%
2. The problems of cities are personally important to me. (100%) 50%
3. I believe that suburbia is a style of life that combines the advantages and opportunities of both big cities and small towns. (71%) 71%
4. The welfare state has failed in the inner city. (54%) 64%
5. Theoretically, the beauty of the city is that it's a center of optimum freedom and choice for the individual. (33%) 43%
6. I enjoy being in the middle of large city where all types of activities go on. (75%) 43%
7. Cities have little to offer that can't be found in small communities. (21%) 43%
8. Large cities are an unfortunate mistake in the development of human societies. (33%) 39%
9. The trouble of cities is personally important to me. (83%) 57%
10. I consider the problems of big cities insoluble. (25%) 14%
11. I am not sure that my generation will solve the problems of the urban crisis. (67%) 86%
12. I would like to 'get in on the action' as business creates new jobs involved in solving urban problems. (33%) 36%
13. I do not want my children to grow up in the city. (63%) 50%
14. I want to live in the central city so my children can go to school with children of other races. (38%) 50%
15. I want to be a suburbanite. (42%) 29%

Identified by Attitude Category groups, the following listing summarizes the number of items within each Attitude group in which a majority of both groups responded with "Strongly Agree" and "Mildly Agree" statements.

Attitude Category

(1) Business-Economy	=	9 items, or 60% of the total items within this group				
(2) Higher Education	=	2 items, or 17%	"	"	"	"
(3) Institutions in Society	=	7 items, or 41%	"	"	"	"
(4) Personal involvement	=	10 items, or 62%	"	"	"	"
(5) Politics and Government	=	3 items, or 50%	"	"	"	"
(6) Racial Attitudes	=	3 items, or 50%	"	"	"	"
(7) Reactions to Protest	=	0 items, or 0%	"	"	"	"
(8) Urban & Suburban Life	=	6 items, or 40%	"	"	"	"

It is thus evident that the highest degree of congruence between the respondents in 1970 and 1977 exists in the area of Personal Involvement, followed by Politics and Government and Racial Attitudes.

Mini-profile

Listed in descending order of frequency of "Mildly Agree" and "Strongly Agree" responses, the 1977 group selected the following top-12 items. The percentages in parentheses are the responses among the 1970 group.

- (1) I doubt that we have little hope of survival if institutions don't become more sensitive to human needs. 100% Institutions in Society (67%)
- (2) The kind of work I do matters more than whether I do it for government, business, a university or an independent organization. 100% Business & Economy (75%)
- (3) I hope to live in a way that will make some contribution to man's understanding of man and help to build a more tolerant, just world. 100% Personal Involvement (100%)
- (4) I look at work as a way of life and not simply as a way of making a living. 100% Personal Involvement (38%)
- (5) Whether I work in government or the private sector of the economy, I would like a job where I will more or less be my own boss. 93% Personal Involvement (63%)
- (6) I'd like to spend a year or two in voluntary service such as the Peace Corps. 86% Personal Involvement (29%)
- (7) I am not sure that my generation will solve the problems of the urban crisis. 86% Urban & Suburban Life (67%)
- (8) I feel morally obliged to do what I can to end racial injustice in this society. 86% Racial Attitudes (46%)
- (9) I would not mind having a member of a different racial group represent me in Congress. 86% Racial Attitudes (83%)
- (10) Most people would rather just vote about a problem than do something about it. 86% Personal Involvement (88%)
- (11) I believe that the university is one important symbol of hope in a troubled world. 79% Higher Education (88%)
- (12) I take it for granted that I will make a good income; I'm much more concerned about finding a job where I will do things that matter than the salary I earn. 78% Personal Involvement (42%)

It is noted that substantial shifts in percentages (30% or more) between the 1977 and 1970 respondents occurred in items # (1), (4), (5), (6), (8), and (12). These seem to reflect a more prevalent expression of human concerns among the 1977 respondents.

Rather interesting paradoxes in the responses of the 1977 group include:

(1) Some 86% indicated that they felt.... "Morally obliged to do what I can to end racial injustice in this society." Yet 50% are unwilling to reject one of the most blatant stereotypes of our culture; i. e., "Negroes could solve many of their problems if they would not be so irresponsible and carefree about life."

(2) Some 71% indicated they believed... "The most important things in life can only be understood through involvement." Yet only 40% indicated... "I do participate regularly in discussion programs dealing with national problems," and only 21% indicated.... "I have a leadership role in some political cause. (More consistent with the "involvement" belief expressed by the 71% was the 71% response to... "I have sent a letter or telegram to a public official.")

(3) Some 50% indicated.... "The problems of cities is personally important to me." Yet 29% stated that they wished to join the exodus from the cities, indicating.... "I want to be a suburbanite." (More consistent was the response of the 43% who indicated... "I enjoy being in the middle of a large city where all types of activities go on."

A strong thread of idealism is apparent in the following responses of the 1977 group. Responses of the 1970 group appear in parentheses:

(1) I hope to live in a way that will make some contribution to man's understanding of man and help build a more tolerant world. 100% (100%)

(2) I believe that my generation is going to make a better world. 71% (42%)

(3) We have the economic and technical capacity to do anything we want with our cities. 64% (75%)

(4) I look at work as a way of life and not simply as a way of making a living. 100% (38%)

(5) I believe that the university is one important symbol of hope in a troubled world. 79% (88%)

Specific attitudes with which the 1977 group either "Mildly Disagree" or "Strongly Disagree" include the following:

Business-Economy

(1) I regard profit and the public interest as compatible. 86%

(2) Business provides little opportunity for anyone who cares about what happens in the world. 86%

Higher Education

- (3) I believe that the universities have abdicated their responsibilities to deal with vital moral issues. 79%
(4) I am sympathetic with the goals of college protests. 71%

Institutions in Society

- (5) I'd never work for any part of the military-industrial complex. 86%
(6) Black Power is an example of participatory democracy that needs to be reawakened in society. 86%
(7) I believe that science and technology are dehumanizing man. 71%
(8) I doubt that technology is a very positive force creating opportunity for man to be truly free. 79%

Personal Involvement

- (9) I have participated in a demonstration. 64%
(10) I have a leadership role in some political cause.
(11) I'll probably never accomplish anything very important. 86%
(12) The ideal of scientific objectivity or detachment falsifies the inevitable personal nature of all inquiry. 86%

Politics and Government

- (13) There is no point in trying to change existing political structure. If one is interested in change, he must work outside the structures. 93%
(14) The decisions I might make inside a corporation would influence the society more than my votes. 71%

Racial Attitudes

- (15) Black Power is an example of participatory democracy that needs to be reawakened in society. 86%

Reactions to Protest

- (16) I am sympathetic with the goals of college protests. 71%
(17) White backlash poses the most serious threat to American society. 86%

Urban and Suburban Life

- (18) I consider the problems of big cities insoluble. 86%
(19) I want to be a suburbanite. 71%

'Moderate' to 'Strong' attitudes of independence and 'privatism' (i.e., a rejection of meaning or authority outside of the self) are evident in the following responses of the 1977 group. Professor Jeffrey K. Hadden suggests that... "the greatest potential danger in... privitism lies in a tragic failure to both recognize and accept essential social requirements of responsibility towards others."

- (1) Colleges should not try to control student life outside the classroom. 57% agree.
(2) The most important thing about college is that it provides the student some time to discover himself and think about what he wants to do with life. 93% agree.
(3) Whether I work for the government, or the private segment of the economy, I would like a job where I will more or less be my own boss. 93% agree.
(4) My private life will not be sacrificed even if it means making less money. 79% agree.

(5) Students should have an option between serving in the Peace Corps and the military. 86% agree.

(6) I would like to work for an organization where the boss wouldn't be upset if I were involved in unpopular causes. 71% agree

In summarizing, perhaps the most accurate group 'profile' of the 54 individuals who completed the questionnaire in 1977 is to be found in the 12 items detailed in the paragraph above headed "Mini-profile". As a group they are 'people-oriented' (#1); seek worthwhile work (#2); wish to help build a better world (#3); approach work as a 'way of life' (#4); cherish independence (#5); seek personal service-to-others involvement (#6); are concerned about urban crises (#7); racial injustice (#8 & 9); are realistic (#10); have 'professional' pride (#11), and (#12), seek to make a lasting contribution to society.

Perhaps a fitting conclusion to this faculty-staff values and attitudes inquiry are the following observations by Dr. Carl Sagan in "The Dragons of Eden."

"The coordinated functioning of both cerebral hemispheres is the tool Nature has provided for our survival. We are unlikely to survive if we do not make full and creative use of our human intelligence."

Attitudes Regarding Teaching

On two occasions during the past decade Harcum faculty were invited to respond to a brief questionnaire. In 1967 some 68% responded, in 1969 some 74% responded; and in 1977 when the last inquiry was made, 40, or 74% responded. The results of these queries are summarized in Tables 1 and 2, which follow. The numbers appearing in parentheses are the views of a national cross-section sample of public school teachers selected by the National Education Association. All figures reported are rounded off to the nearest whole number, and are percentages of the total responding.

Table 1:- Greatest Sources of Teacher Satisfaction

Item	1977	1969	1967	NEA
1. Attitude of students & parents	25%	75%	18%	(19%)
2. Adequate materials, staff & funds	-	25%	-	(15%)
3. Student progress	30%	55%	46%	(13%)
4. Opportunity for service	25%	60%	-	(9%)
5. Preparation level of students	-	10%	-	(5%)
6. Good administration	-	40%	-	(9%)
7. Salary improvements	5%	20%	-	(5%)
8. Other:				
Attitude of colleagues	15%	5%	-	-
Feeling of accomplishing something worthwhile	-	10%	-	-

Scanning Table 1, it is immediately evident that considerable divergence exists between the views expressed by the current sample of Harcum faculty and the samples in former years.

In 1969, far greater percentages of the respondents considered each of the 7 'forced-choice' items to be among their greatest sources of encouragement. Among the 1977 sample, it is noted that the percentages decreased for each of the 7 items, and no single item exceeded 30%. In contrast, at least 40% or more of the 1969 respondents considered their greatest sources of encouragement to be:

- (1) Attitudes of students & parents = 75%
- (2) Opportunity for service = 60%
- (3) Student progress = 55%
- (4) Good administration = 40%

If a "Satisfaction-Index" is computed for the 7 'forced-choice' items in Table 1, based upon the total percentages who listed each item as being the greatest source of satisfaction, the following descending-order preference is indicated:

- (1) Student progress = 144%
- (2) Attitude of students & parents = 137%
- (3) Opportunity for service = 94%
- (4) Good administration = 49%
- (5) Adequate materials, staff & funds = 40%
- (6) Salary improvements = 30%
- (7) Preparation level of students = 15%

The 'end-product', i. e., "Student Progress" is clearly the single most frequently mentioned source of satisfaction, followed rather closely by the "Attitudes of students and parents". The 'service-oriented' value of "Opportunity for service", as a 'psychic' satisfaction prevalent in the profession is found to be the third most frequently mentioned.

Parenthetically, it is noted that the "Preparation level of the student," a matter of serious concern in higher education throughout the nation, is the very least frequently mentioned. In fact, the 1977 respondents did not include it at all!

Table 2:- Greatest Sources of Teacher Discouragement

Item	1977	1969	1967	NEA
1. Attitude of students & parents	5%	40%	10%	(20%)
2. Insufficient materials, staff & funds	5%	20%	10%	(19%)
3. Poor preparation of students	15%	40%	43%	(6%)
4. Lack of time to teach	20%	5%	7%	(11%)
5. Lack of student progress	-	25%	15%	(20%)
6. Poor administration	-	30%	7%	(13%)
7. Inadequate salary	55%	25%	19%	(6%)
8. Attitudes of colleagues	-	10%	4%	(4%)
9. Other:				
Poor class schedules	-	10%	-	-
Room changes	-	5%	-	-
Poor room design & environment	-	5%	-	-
Large size of class	-	5%	-	-

Table 2 reveals the sizeable divergence in the views of the 1977 sample vis-a-vis the 1969 and 1967 groups. The impact of present-day inflation is immediately apparent in that the item, "Inadequate salary" is the most frequently mentioned among all the items for the 1977 sample. "Lack of time to teach," or as one respondent wrote in for this listing on the questionnaire - "due to 'ancillary' obligations; viz., program counseling, meetings ad infinitum, registration duties, tremendous amount of time required in converging college level texts to level of many students who scored below 30th percentile in comprehension and vocabulary on the Nelson-Denny test," is the second most frequently mentioned item.

In other respects, lower percentages among the 1977 sample expressed discouragement sentiments than did the 1969 group. If a 'Dissatisfaction-Index' is computed for the 'forced-choice' items, based upon the total percentages who listed each item as being the greatest source of dissatisfaction, the following descending order listing is indicated:

(1) Inadequate salary	=	105%
(2) Poor preparation of students	=	104%
(3) Lack of student progress	=	60%
(4) Insufficient materials, staff & funds	=	54%
(5) Poor administration	=	50%
(6) Lack of time to teach	=	43%
(7) Attitude of students & parents	=	39%
(8) Attitude of colleagues	=	18%

The first two items in this listing stand out as being mentioned almost twice as frequently as any of the others. Also, these 1st and 2nd frequency rankings reflect a consistency of responses among the 1977 sample: the two items of "Salary" and "Student Preparation" are ranked as least satisfying as well as most dissatisfying.

Major shifts (30% or greater) in greatest satisfaction-dissatisfaction sources as expressed by the 1977 and 1969 samples, include:

<u>Satisfaction Sources</u>	<u>1969</u>	<u>1977</u>	<u>Difference</u>
1. Attitudes of students & parents	25%	75%	+50%
2. Good administration	40%	0%	- 40%
3. Opportunities for service	60%	25%	- 30%

The "attitudes of students and parents" is the most substantial shift. It suggests that far more of the 1977 respondents derive greatest satisfaction from this source than did the 1969 group of respondents. Also, for the 1977 group, far less impact as a source of greatest satisfaction, is expressed for quality of administration and opportunities for service.

<u>Dissatisfaction source</u>	<u>1969</u>	<u>1977</u>	<u>Difference</u>
1. Attitudes of students & parents	40%	5%	-35%
2. Poor administration	30%	0%	-30%
3. Inadequate salary	25%	55%	+30%

Once again, a high level of consistency among the 1977 sample is noted in their "Attitudes of students & Parents" responses. The sharp decrease in dissatisfaction source is accompanied by a sharp increase in satisfaction source for this item. However, the sharp decrease in dissatisfaction source, which is noted for the quality of administration responses of the 1977 sample, is not accompanied by a sharp increase of "good administration" as a source of satisfaction. As the "Good Administration" listing in the satisfaction sources above reveals, the contrary is noted; i. e., a sharp decrease (-40%) in "good administration" as a greatest satisfaction source.

Although the quality of administration is not a source of 'greatest dissatisfaction' for the 1977 respondents, it is also not a source of 'greatest satisfaction'. One might speculate that this dimension of interpersonal relationships is not prepotent among the array of forced-choice items included in the questionnaire.

The 'strongest', (i.e., most frequently mentioned) items among the 1977 sample include:

- | | |
|---------------------------------|---|
| (1) Inadequate salary = 55% (D) | (3) Attitudes of students & Parents = 25% (S) |
| (2) Student progress = 30% (S) | (4) Opportunity for service = 25% (S) |
| (D) = dissatisfaction | |
| (S) = satisfaction | |

Other than the salary item, #(1), the remaining items selected by 25% or more, are all satisfaction items. These all reflect professional concern for the educational growth of Harcum students.

Innovation Readiness Attitudes

To what extent are the Harcum faculty, as evidenced by self-evaluation, in a state of readiness for professional innovation? Five years ago this question was asked in connection with a parallel-perceptions survey among Harcum faculty and the faculty of Harrisburg Area Community College. (The 12 items of inquiry in this questionnaire survey are used with the permission of, and are drawn from Research Report No. 9 - Faculty Readiness for Innovation, a Case Study, by Dr. Clyde E. Block, Dr. Fred Snyder and Malcolm D. Hill, Harrisburg Area Community College, 1971).

In the Fall of 1977 some 83% of the Harcum faculty responded to the questionnaire, in 1970 some 84% responded. The 12 items in the questionnaire include 5 areas of concern. The respondents were asked to select from the following five statements the one which best described their opinions of the 12 questionnaire items.

1= strongly agree
2= mildly agree

3 = neutral

4= mildly disagree
5= strongly disagree

For the first 10 items in the questionnaire, responses could be viewed as ranging on a continuum from 4 "Acceptance of innovation" to "Orientation to traditionalism". The last two questionnaire items furnished information regarding faculty feelings toward their backgrounds for, and college support, for instructional research. Responses to the questionnaire items, which are grouped into categories, are noted in the following paragraphs, the 1970 responses being the percentages listed in parentheses.

Student Behavior and Role

#1 - "All things considered, student dissent on college campuses has served a constructive function for both students and faculty."

<u>Percent of Responses *</u>	
<u>Acceptance of Innovation</u>	<u>Orientation to Traditionalism</u>
Agree = (80%)	Disagree = (7%)
= 63%	= 29%

#2 - "The only limitations on student dress should be those specifically related to matters of hygiene and health."

<u>Percent of Responses</u>	
<u>Acceptance of Innovation</u>	<u>Orientation to Traditionalism</u>
Agree = (54%)	Disagree = (40%)
= 46%	= 58%

#3 - "Students should be encouraged to participate on virtually all college committees."

<u>Percent of Responses</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (71%)	Disagree = (25%)
= 63%	= 17%

In scanning the above responses it is evident that the 1977 responses consistently reveal a greater degree of Orientation to Traditionalism and a lesser degree of Acceptance of Innovation than did the 1970 responses. However, with only one exception, more than half of the respondents in both 1977 and 1970 expressed "Acceptance of Innovation", whereas in only one instance (Harcum 1977 responses to item #2) did more than half evidence "Orientation to Traditionalism."

If the percentage responses are listed in descending order (below) it is clearly evident that 5 of the top-6 "Innovative" responses whereas "Traditionalism" responses are 5 among the 6 least responses.

(80%)	Innovation	46%	Innovation
(71%)	"	40%	Traditional
63%	"	29%	"
63%	"	(25%)	"
58%	Traditional	17%	"
(54%)	Innovation	(7%)	

It is therefore concluded that in the dimensions of Student Behavior and Role as delimited in these surveys, both the 1977 and 1970 respondents preponderantly incline toward "Acceptance of Innovation", with an average response by 63% whereas only average of 29% opt for traditionalism. This may be stated as a ratio of 2 to 1 favor "Innovation".

* The percentages are derived by computing the total number of responses from the two scale categories at the appropriate end of the five-item scale being divided by the total number of responses to all five scale categories for the particular statement. (For example, the (80%) 'agree' was derived by totaling the number of scale 1 and scale 2 responses-i.e., "strongly agree" and "mildly agree", and dividing this total by the total number of responses to the five scale items.)

Administration and Policy

#4- "All things being equal, college administrators are in the best position to make decisions about college policy."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (43%)	Disagree = (54%)
= 38%	= 58%

#5- "The present method of evaluating student performance through letter or numerical grades is probably the best one currently available."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (40%)	Disagree = (50%)
= 79%	= 17%

In assessing the extent to which these faculties accept traditional authority and practice as compared with a desire to depart from traditional modes, the 1977 group expresses a higher degree of "Orientation to Traditionalism". However, far fewer of the 1977 respondents express traditional grades practices acceptance as being... "the best one currently available". The average innovation index for the 1977 group is 59%, for the 1970 group - 42%.

Educational Programs and Services

#6- "With respect to special services for disadvantaged students, the administration should seek out students within the community, even if money and programs must be specially sought to meet the need."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (70%)	Disagree = (6%)
= 46%	= 33%

#7- "The college should provide community leadership in such areas of social change as civil rights, housing, equal employment, and social services."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (57%)	Disagree = (9%)
= 58%	= 29%

#8- "Non-degree programs in continuing education should be expanded to meet the desires of the community."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (89%)	Disagree = (7%)
= 100%	= 0%

- #9- "The goals of education for community college students should focus primarily upon preparation for employment and American cultures and traditions."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (50%)	Disagree = (32%)
= 67%	= 33%

- #10- "The role of the instructor at the junior college should include research and development about the techniques and outcomes of teaching."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (50%)	Disagree = (25%)
= 79%	= 13%

A majority of both groups expressed preference for innovation within this area.

Comparing the average innovative responses for the three broad categories, (below)- the highest level of "Acceptance of Innovation" exists in the Educational Programs and Services area, followed closely by the responses in the other two areas. It is further noted that at least a majority of the 1977 respondents opt for innovation, whereas the 1970 group express such views only in the Educational Programs and Services area.

	<u>1977</u>	<u>1970</u>
1. Educational Program & Services	70%	63%
2. Student Behavior and Role	63%	29%
3. Administration and Policy	59%	42%

Instructional Research

The last two statements on the questionnaire relate to the college support for and personal preparation for instructional research, revealing an additional dimension relating to degrees of faculty readiness for innovation. These two were not rated on the innovative versus traditional dimension. They were considered rather as "favorable" or "unfavorable" conditions for instructional research.

- #11- "There is adequate professional support (released time, professional consultation, etc.) for instructional research at HJC."

<u>Percent of Response</u>	
<u>Favorable</u>	<u>Unfavorable</u>
Agree = (7%)	Disagree = (25%)
= 13%	= 71%

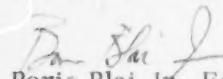
A far greater proportion of the 1977 respondents consider instructional research conditions "unfavorable" than did the 1970 group. However, a higher percentage were also "favorably" inclined. Only 16% of the 1977 were "neutral" whereas 68% of the 1970 group were "neutral".

#12- "Nothing in my past education prepares me for instructional research as noted in #10 and #11 above."

<u>Percent of Response</u>	
Disagree = (57%)	Agree = (25%)
= 21%	= 75%

Among the 1977 respondents, a greater percentage agrees than among the 1970 group, and conversely, far less of the 1977 group disagree than did the 1970 group. The responses to items #10, 11, and 12 indicate that among the 1977 group large percentages believe that instructors should be involved in teaching research and development; insufficient professional support for instructional research exists, and that nothing in their past education prepares them for instructional research.

"While the two-year college must continue to depend upon universities and research centers for significant basic research and development, it must maintain its ability to apply research findings in a manner which is consistent with developing its unique educational mission." (Blocker, C. E., "Are our faculties competent?" *Junior College Journal*, 1965, 36, 4, 12-17)


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